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ABSTRACT

In an effort to better achieve the educational program objectives of developing specific salable skills, and developing skills leading to the General Education Development completion, 321 male and 23 female offenders enrolled in adult basic education, general education development, and vocational courses in Pennsylvania's eight State institutions were evaluated concerning their attitudes towards the quality of instruction and educational services offered. (The eight institutions are Camp Hill, Dallas, Graterford, Greensburg, Huntingdon, Muncy, Pittsburgh, and Rockview.) After analyzing data collected from two forms (Educational Evaluation Form and the Training Survey) completed by the subjects, it was generally concluded that the lack of resource materials and some supportive services (i.e. limited library materials and counseling services) is a problem. However, offenders have positive values and attitudes toward the education programs in terms of entering, opportunity, benefits, and self-reliance. The document presents 18 specific conclusions and discusses four institutional recommendations. Twenty-four tables supplement the discussion of the study, and brief descriptions of each institution's educational program are also provided. (WL)

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Evaluation of 1975-76 Vocational and Basic Education Programs in the Eight Pennsylvania State Correctional Institutions

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SUMMARY

The purpose of this study was to evaluate the offenders' attitudes towards the quality of instruction and educational services of the basic education and vocational programs in the eight state correctional institutions.

Conclusions derived from the evaluation were:

- Most student offenders are in the 16-to-30 age range, have a 10th grade education, are single and are serving sentences under five years for their first offense.
- At least half of the offenders' career plans are highly related to their institutional job.
- The major institutional jobs indicated by offenders were kitchen employe, janitor, garment cutter, clerk, laundry worker, hospital aide, butcher and furniture worker.
- Many offenders were enrolled in vocational programs that are highly related to their career plans.
- The major career choices indicated by offenders in vocational programs were bricklayer, auto mechanic, electrician, carpenter, paracounselor, construction worker, plumber and painter.
- Only 24 per cent of offenders with six months or less to serve reported that a state or federal agency was advising them in their efforts to obtain employment.
- In general, the correctional institutions provide offenders a good orientation on the importance of education to future employment but fail to provide enough services and information on external job placement.
- In most cases student offenders have positive views about the importance of education to future jobs.
- The major reasons why offenders enroll in educational programs are because the programs fit their future plans, interests, previous experience and requirements for a high school diploma.
- Most offenders have positive perceptions of their instructor in terms of training, personality, teaching methods, course organization, attitudes, helpfulness and clarity of goals.
- Offenders' perceptions of the educational services available at the correctional institutions were mixed. They regarded classroom materials, training facilities, instructional materials, scheduling and library facilities as average to good. They rate counseling as the weakest service, rating it fair to average.
- In general, offenders have positive values and attitudes toward the educational program in terms of entering, opportunity, benefits and self-reliance.

On the basis of the experiences gained in conducting the evaluation, the Pennsylvania Department of Education's evaluation team for corrections education recommends:

1. Each institution should offer a preemployment course (see Appendix E for resource people available) that includes the following units:

   - awareness of career fields
   - local, state and national job market
   - self-assessment skills
   - interview techniques
   - application form preparation
   - how to keep a job
   - duty toward the employer
   - job ladder concept
   - employe benefits
   - working conditions

2. Each institution should develop a job-placement center available for job placement services, that:

   - Coordinates the counseling and educational programs with offenders' skills and interests and the job market.
   - Develops within the institution's service region a list of jobs that meet offenders' skills and interests.
   - Develops a reciprocal job placement service for existing offenders who decide to relocate in other regions.
   - Coordinates job development and actual placement efforts with other local, state and federal job placement agencies (see Appendix E for resource people available for job placement services).
   - Develops a follow-up plan with the parole board.
   - Develops a public relations program to support the job-placement efforts.

3. Each institution should intensify career and educational guidance services for the existing offenders. The following suggestions should be considered:

   - Mandate at least one-half of a class period per month for the student offender to meet with the school counselor.

- Since offenders have a high regard for the institutuional staff, a policy that would use the institutional staff as educational and career counselors should be considered. The instructors' activities should be coordinated with the counseling staff.

4. Each institution should attempt to increase enrollments and improve class attendance. It is recommended that the institution:

   - Write a policy statement on attendance and enforce all the rules. For a good example, see Appendix F - Pittsburgh State Correctional Institution Attendance Policy.

   - Coordinate social events, visiting hours, work details, etc., so there is little conflict with the educational program.

   - Provide students more incentives for attending school; early parole, privileges and money.

BACKGROUND

Pennsylvania is the state where the classic American penitentiary, with its high stone walls and individual cells, was first built about 187 years ago. One hundred eighty-five years later, in August 1974, the Pennsylvania Department of Education was officially given the responsibility of coordinating all of the educational programs in the eight state correctional facilities. With assuming the responsibility and assurance of accountability, the Pennsylvania Department of Education hopes the previous failures and inadequacies in prison education programs can be reversed.

It seems that one of the goals of the correctional system is rehabilitation, or resocialization, of the resident to enable him/her to become a productive member of society. While there is much debate among people in the correctional system regarding the effectiveness of rehabilitation/resocialization efforts, several issues are clear: (1) the existing systems for dealing with the education of adult offenders have done little good, if any, in preparing persons convicted of crimes to work and live in society; (2) society does not accept ex-offenders, no matter how much time they have spent in prison or how much effort was made to rehabilitate or resocialize them.

Although many programs have been attempted, very few have demonstrated any significant change or success in reducing recidivism. Each correctional institution is developing vocational programs on the basis of the vocational aspirations of the offenders and labor market needs. It seems that a combination of education, job training and job placement can help an offender rehabilitate herself/himself and could reduce recidivism.

State Correctional Institution, Camp Hill

The programs offered at Camp Hill Correctional Institute constitute both academic and vocational education for approximately 550 students each semester.

In the academic area classes are offered in basic education, General Education Development test preparation and postsecondary education. These classes are offered two days a week from 8 a.m. to 9 p.m. and three days a week from 8 a.m. to 4 p.m.

The vocational classes are primarily conducted on a prevocational level, with individual instruction for those students who advance beyond this level. Some of these classes are offered five days a week from 8 a.m. to 4 p.m., while all of them are available two nights a week from 5:30 p.m. to 9 p.m.

State Correctional Institution, Dallas

Approximately 450 offenders were enrolled in the following educational courses: Title I (English, math and social science); adult basic education; GED and vocational education. Vocational education includes air conditioning, refrigeration, barbering, electronics, electricity, plumbing and heating, printing, sheet metal, carpet installation, surveying and drafting. The facilities for the auto body repair and welding programs are nearing completion and will be ready for student participation soon.

State Correctional Institution, Graterford

The vocational/technical program sponsored by the Montgomery County Intermediate Unit has during the 1975-76 school year provided courses in piano tuning and repair and business typing. Other courses subcontracted to the Daryl School of Trades were automotive mechanics, mechanical drafting, advanced electronics, radio and television repair, masonry, carpentry and electrical construction.

Graterford's vocational program was again supported by the Montgomery County Community College which offered courses in business mathematics, business management, organization, salesmanship and marketing. A dental technician program was subcontracted to the McCarrie School of Dental Technology. A barber school is now being set up. The vocational/technical program at Graterford provided training for over 300 residents.

State Regional Facility, Greensburg

The ABE, GED and Title I programs provide elementary and secondary instruction for approximately 150 inmates during the 1975-76 fiscal year. The expansion of vocational programs necessitated a schedule change to allow inmates to attend both academic and vocational programs.

The vocational evaluation program now in full operation includes the administration of a battery of achievement, aptitude and preference tests as well as counseling. The career education program is in the development stage: career information materials have been ordered, a workbook is in its initial stages, and one of two career education groups has goal-setting and design-making skills. A second group is in the planning stage and will begin operating in the very near future. We are selecting a placement person and hope to implement this program soon. The sound-on-slide vocational instruction programs and automotive repair, photography, plumbing, carpentry and cabinetmaking are ready, in fact, portions of these programs have been used in in-facility vocational classes this year. The sound-on-slide program will begin operation in the fall.

State Correctional Institution, Huntingdon

The ABE/GED program at Huntingdon uses both the regular classroom approach and the individualized instruction approach. Emphasis is placed on reading, English and mathematics. Current enrollment in the group classroom program (evening) is 76; enrollment has remained more stable than in any previous year. A unique feature of the ABE/GED group classes is the use of the team-teaching.

The learning center programs, featuring self-instructional materials are an alternative to the traditional group approach to learning, since they concentrate on each individual's needs and abilities. Current enrollment is 150.

The combination of group ABE/GED classes and the learning center facilities serve as complementary programs, providing both mobility and flexibility in the sense that a student experiencing difficulty in the ABE or GED programs can receive remedial help in the learning center. Conversely, a student attaining the necessary skill level can move from the learning center to the group ABE/GED classes. To reinforce the complementary concept of the two programs, the learning center facilities are used one night each week by the ABE/GED group classes.

The vocational education programs currently enroll 127. The vocational programs are offered: electricity, electronics, masonry, drafting, animal husbandry (farming), painting, plumbing, office practice, upholstery/leathercraft, welding, woodworking and carpentry.

State Correctional Institution, Muncy

The educational programs at the State Correctional Institution at Muncy enrolled approximately 125 residents during the past year. About 100 of these participated in the subcontracted vocational program operated by Opportunities Industrialization Centers of America Incorporated, whose courses included homemaker services, electronics, secretarial sciences II, auto mechanics, human services and driver's education. Several other residents participated in both evening and day GED classes, ABE classes, and the other educational programs, which included typing and shorthand, arts and crafts, horticulture, cosmetology, and IBM keypunch. The residents were aided in their work by an effective tutoring program consisting of four parateachers and two Lehigh University social restoration interns. It is anticipated that an accounting/bookkeeping course will soon be available.

State Correctional Institution, Pittsburgh

The educational programs offered at the State Correctional Institution at Pittsburgh constitute both academic and vocational programs. In the academic area are the General Education Development program, adult basic education, and postsecondary education. The GED program operates for 100 hours during the summer months. ABE operates three days a week, with a learning center session on the fourth day. Vocational classes are offered five days a week in the areas of plumbing, welding, electrical wiring, bricklaying, radios and television, automotive. Men enrolled in vocational classes are in class for 6 1/2 hours per day.

State Correctional Institution, Rockview

The academic education division provides formally scheduled courses for grades one through 14 through elementary, secondary and adult basic education, the General Education Development program, and the Hispanic-English program.

The vocational education division provides courses in air conditioning and refrigeration, auto mechanics, barbering, carpentry, drafting, printing, data processing, masonry, small engine repair, upholstery, welding and residential wiring.

OBJECTIVES

General Program Objectives

1. To develop specific salable skills.

2. To develop basic skills leading to the General Education Development completion.

Evaluation Objectives

1. To determine the relationship among offenders, their career goals and their present educational program.

2. To determine offenders' assessment of the value of their educational course in obtaining employment.

3. To determine how offenders are selected for various educational courses.

4. To determine the quality of the vocational and basic education programs in terms of the offenders' attitude towards the instructor, services, and their own values and attitudes towards training.

METHODS AND PROCEDURES

Instruments

- Educational Evaluation Form. This form is comprised of three subscales that measure the offender's attitudes towards the instructor and services and his/her attitudes towards, and values of, the training program (see Table 1). Included in the instrument is an item that measures the overall rating of the program. The responses for each of the 20 items are ranked from high (positive) to low (negative) (see Appendix A).

- Training Survey. This form is designed to collect information on the offender's career goals, educational courses, methods of selecting courses and attitudes toward the course work (see Appendix A).

Table 1

Educational Evaluation Subscales

Subscale Item
Subscale I (Offenders' Attitudes Toward the Instructor)
1. Training of Instructor
2. Personality of Instructor
3. Teaching Methods
4. Course Organization
5. Instructor's Attitude
6. Helpfulness of Instructor
7. Clarity of Goals
Subscale II (Offenders' Attitudes Towards the Administration, Facilities and Counseling)
1. Quality of Classroom Materials
2. Training Facilities
3. Instructional Materials
4. Effectiveness of Class Scheduling
5. Library Facilities
6. Information on Job Opportunities
7. Educational Guidance
8. Social Guidance
Subscale III (Offenders' Attitudes and Values Toward the Educational Program)
1. Attitude on Entering the Program
2. Opportunity for a Better Life
3. Personal Benefits
4. Opportunity for Development of Self-Reliance
Total Scale (19 Items)

Sample

Subjects for this study were a sample of 321 male and 23 female offenders enrolled in adult basic education, general education development and vocational courses from the eight state correctional institutions. A breakdown by correctional institution can be found in Table 2 (see Appendix B, Table 17, for the offender enrollment in ABE, GED and vocational programs).

Table 2

Sample of Offenders by Program Areas

	Program Areas				
Correctional Institution	ABE	GED	Vocational	Total	Total Enrollment
Camp Hill	22	15	23	60	561
Dallas	12	12	19	43	345
Graterford	19	13	24	56	351
Greensburg	6	5	7	18	137
Huntingdon	13	12	20	45	204
Muncy	7	--	16	23	164
Pittsburgh	20	20	15	65	260
Rockview	--	--	34	34	262
Total	99	77	158	344	2,284

Each offender enrolled in the class selected completed the education evaluation form. The training survey was administered to the offenders who indicated they had less than eight months to serve on a sentence. Table 3 gives the breakdown for each instrument.

Table 3

Sample of Offenders in Each Institution Completing the Survey Forms

Correctional Institution	Education Evaluation Form	Training Survey
Camp Hill	60	35
Dallas	43	11
Graterford	56	25
Greensburg	18	12
Huntingdon	45	16
Muncy	23	23
Pittsburgh	65	23
Rockview	34	10
Total	344	155

Personal History

Table 4 summarizes the personal history of the offenders enrolled in the educational classes (see Appendix C for individual institution totals). Over 71 per cent of the sample are in the 16-to-30 age range and only five per cent were over age 37. The educational level ranges from grade 6 to college. The most frequent grade level indicated is 10th. Fifty-four per cent are single, 34 per cent are married. A total of 69 per cent are serving sentences under five years and 55 per cent are serving their first sentences. See Appendix C for individual institution totals.

Table 4

Summary of Offenders' Personal History

Age of Offender

Age	%	N
16-24	47	136
25-30	34	98
31-36	13	38
37-42	3	9
43-48	2	7
Total	100	288

Marital Status

Status	%	N
Single	54	163
Married	30	89
Divorced	9	26
Separated	7	21
Total	100	299

Educational Level

Level	%	N
6	3	9
7	33	9
8	11	33
9	13	40
10	29	78
11	22	70
12	19	57
College	1	4
Total	100	300

Length of Sentence

Length	%	N
Over Five Years	31	94
Under Five Years	69	212
Total	100	306

First Offense

Response	%	N
Yes	55	153
No	45	126
Total	100	280

Procedures

Each offender in the sample completed the educational evaluation form and an instructor verified the descriptive data at the top of the form. Each offender answered questions 1 through 20. The PDE evaluation team was made up of James Lewis and Rebecca Boyle; and selected field liaison staff administered the forms. The questions were read aloud to those who could not read the questions. The training survey was administered to offenders who had less than eight months to serve on a

sentence. The offenders also were encouraged to make recommendations in terms of the example indicated on page three of the educational evaluation form. All of the instruments were administered during April and May 1976.

RESULTS AND CONCLUSIONS

The results section reflects outcomes as they related to each of the four evaluation objectives.

Evaluation Objective 1. To determine the relationship among offenders, their career goals and their present educational program.

Training survey items 1 and 3 were used to answer Evaluation Objective 1.

Item 1. What is your present job in the institution?

Table 5

Offenders' Response to Item 1

	Relationship of Institutional Job to Career							
	High		Moderate		Little or No Answer		Total	
Correctional Institution	(%)	N	(%)	N	(%)	N	(%)	N
Camp Hill	-	-	11	1	89	8	100	9
Dallas	75	3	-	-	25	1	100	4
Graterford	62	8	-	-	38	5	100	13
Greensburg	-	-	20	1	80	4	100	5
Huntingdon	40	4	-	-	60	6	100	10
Muncy	72	5	28	2	-	-	100	7
Pittsburgh	100	6	-	-	-	-	100	6
Rockview	55	5	11	1	33	3	100	9
Total	49	31	8	5	43	27	100	63

See Table 23 in Appendix D for the complete list of jobs held by offenders while attending school. The most popular institutional jobs were kitchen, janitorial, garment cutter, laundry, clerk and clothing plant. In a further analysis the evaluation team compared the relationship of the offenders institutional job to their career choices on a scale from high to little or no relationship. Table 5 shows that approximately 50 per cent of the offenders' plans are highly related to their institutional job.

Item 3. How do you plan to earn a living when you are released?

Table 6

Offenders' Response to Item 3

Correctional Institution	Relationship of Vocational Courses to Career Goals: High (%)	High N	Moderate (%)	Moderate N	Little or No Answer (%)	Little or No Answer N	Total (%)	Total N
Camp Hill	67	6	-	0	33	3	100	9
Dallas	25	1	-	0	75	3	100	4
Graterford	43	6	14	2	43	6	100	14
Greensburg	60	3	20	1	20	1	100	5
Huntingdon	75	3	-	0	25	1	100	4
Muncy	100	10	-	0	1	0	100	10
Pittsburgh	100	6	-	0	-	0	100	6
Rockview	67	4	33	2	-	0	100	6
Total	67	39	9	5	24	14	100	58

See Table 24 in Appendix D for the complete list of career choices indicated by offenders. The major career choices indicated were bricklayer, auto mechanic, electrician, carpenter, paracounselor, construction worker, plumber and painter. In another analysis the evaluation team compared the relationship of the offenders' career choice to their present vocational course on a scale from high to little or no relationship. Table 6 shows that 67 per cent of the offenders' plans are highly related to their career selections. It should be pointed out, however, that 33 per cent of the offenders are in programs that are moderately related or unrelated to their career plans.

Evaluation Objective 2. To determine offenders' assessment of the value of their educational course in obtaining employment.

Training Survey Items 4, 5, 7 and 8 were used to answer Evaluation Objective 2.

Item 4. What do you think will be your biggest problem in getting a job?

Table 7 (page 14) totals show the following responses: prison record, 35 per cent; no problem, 18 per cent; no answer, 17 per cent; employment scene, eight per cent; other responses, 14 per cent; and have a job, six per cent.

Item 5. Who is advising you in the securing of employment?

Table 8 (page 15) totals also point to the need for individual job placement services: family, 40 per cent; friend, 14 per cent; no one, 10 per cent; Bureau of Vocational Research and counselor, seven per cent; past employer, six per cent; parole officer, five per cent; and instructor, sponsor, Bureau of Employment Services and others, 11 per cent. It should be noted that state and federal agencies and correctional institution staff make up only 24 per cent of the help offenders receive in obtaining employment.

Table 7
Major Problems Indicated by Offenders in Getting a Job

Major Problems	Camp Hill (%)	Camp Hill N	Dallas (%)	Dallas N	Graterford (%)	Graterford N	Greensburg (%)	Greensburg N	Huntingdon (%)	Huntingdon N	Muncy (%)	Muncy N	Pittsburgh (%)	Pittsburgh N	Rockview (%)	Rockview N	Total (%)	Total N
Record	54	19	9	1	36	9	25	3	38	6	26	6	36	8	30	3	35	55
No Problem	11	4	45	5	12	3	25	3	19	3	13	3	27	6	10	1	18	28
No Answer	6	2			32	8	25	3	25	4	23	5	17	4			17	26
Employment Scene	6	2	28	3	4	1	17	2	6	1	9	2	4	1	10	1	8	13
Have a Job	3	1					8	1			9	2	8	2	40	4	6	10
No Interest			12	3							4	1	4	1			4	6
Getting Released	3	1	18	2									4	1			2	4
Being Black	8	3															2	3
No High School Diploma	3	1									4	1					2	3
Not Qualified	3	1									4	1					1	2
Drugs & Drinking	3	1							6	1	4	1					2	3
Adjusting					4	1											1	1
Transportation									6	1							1	1
Reading Level											4	1					1	1
Total	100	35	100	11	100	25	100	12	100	16	100	23	100	23	100	10	100	155

Table 8
Composite of Who is Helping Offenders in Securing Employment

Person or Agency	Camp Hill		Dallas		Graterford		Greensburg		Huntingdon		Muncy		Pittsburgh		Rockview		Total	
	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N
Family	46	26	47	8	66	18	23	4	48	9	15	8	40	14	43	3	40	90
Friend	10	6	23	4	8	2	23	4	5	1	13	7	17	6	--	--	14	30
No One	5	3	0	0	7	2	12	2	26	5	11	6	17	6	--	--	10	24
BVR	10	6	6	1	0	0	12	2	0	0	7	4	11	4	--	--	7	17
Counselor	9	5	0	0	4	1	0	0	0	0	13	7	6	2	14	1	7	16
Past Employer	2	1	6	1	0	0	30	5	5	1	7	4	3	1	29	2	6	15
Parole Officer	2	1	6	1	0	0	0	0	5	1	17	9	0	0	--	--	5	12
Sponsor	9	5	6	1	8	2	0	0	0	0	4	2	9	0	--	--	4	10
Instructor	2	1	0	0	4	1	0	0	5	1	7	4	3	1	--	--	3	7
Other	3	2	0	0	4	1	0	0	0	0	2	1	3	1	14	1	2	6
BES	2	1	6	1		0	0	0	5	1	4	2	0	0	--	--	2	5
Total	100	57	100	17	100	27	100	17	100	19	100	54	100	35	100	7	100	232

Item 7. Were you told how your present course may help you get a job?

Table 9 (page 17) totals show 56 per cent answered "yes." Most of the offenders indicated that the school counselor and classroom instructor told them how their present course may help in securing a job when released.

Item 8. Do you feel the course is improving your ability to earn a living?

Table 10 (page 17) shows that responses were similar to those reported in Item 7. Generally, the offenders realize the importance of educational programs for future employment.

Evaluation Objective 3. To determine why offenders select educational courses.

Training Survey Item 6 was used to answer Evaluation Objective 3.

Item 6. Why are you in this course?

Table 11 (page 18) totals show the responses to Item 4 as follows: good for future, 33 per cent; interest in course, 30 per cent; previous experience, 13 per cent; required for high school graduation, 12 per cent; and other reasons, 12 per cent. The results show that offenders have good reasons for being in the various educational programs. Only five per cent indicated that the course was the only one available or that "it was something to do."

Evaluation Objective 4: To determine the quality of the vocational and basic education programs in terms of the offenders' attitude towards the instructor, services and their own values and attitudes towards training.

The results of this objective are divided into three clusters that are measured by three subscales in the educational evaluation form.

Perceptions of the Instructor.

Subscale I measures the perceptions that offenders have towards instructors in the education program. Table 12 on page 19 summarizes the responses for each item on Subscale I. The following description highlights the major perceptions that offenders have towards the instructor:

In response to Item 2, 79 per cent stated that the instructors were well trained and had adequate experience; only three per cent said that their instructor had insufficient training and experience. Concerning personality (Item 3) 85 per cent of the offenders rated the instructor interesting but businesslike and a good instructor. Only four per cent said instructors were dull. In regard to the instructor's methods and organization (Items 4 and 5), 57 per cent felt that their instructor was creative, innovative and interesting; and 31 per cent felt that they were conservative and thorough. Response to the instructor's organization was good, as 48 per cent said the instructor was well organized and only three per cent said the organization was weak. On Item 7, concerning the instructor's attitudes towards the class, 78 per cent said the instructors were cooperative and supportive. Most of the group were positive concerning the instructor's solutions of learning problems (Item 10). Sixty-nine per cent said they received individual help. A total of 12

Table 9
Offenders' Response to Item 7

Correctional Institution	Yes (%)	Yes N	No (%)	No N	Total (%)	Total N
Camp Hill	54	19	46	16	100	35
Dallas	54	6	46	5	100	11
Graterford	56	14	44	11	100	25
Greensburg	42	5	58	7	100	12
Huntingdon	47	7	53	8	100	15
Muncy	82	18	18	4	100	22
Pittsburgh	52	12	48	11	100	23
Rockview	50	5	50	5	100	10
Total	56	86	44	67	100	153

Table 10
Offenders' Response to Item 8

Correctional Institution	Yes (%)	Yes N	No (%)	No N	Total (%)	Total N
Camp Hill	91	31	9	3	100	34
Dallas	92	12	8	1	100	13
Graterford	69	17	31	8	100	25
Greensburg	75	9	25	3	100	12
Huntingdon	69	11	31	5	100	16
Muncy	100	22	0	0	100	22
Pittsburgh	86	20	14	3	100	23
Rockview	89	8	11	1	100	9
Total	85	130	15	24	100	154

Table 11
Reasons Why Offenders Are in Educational Courses

	Camp Hill		Dallas		Graterford		Greensburg		Huntingdon		Muncy		Pittsburgh		Rockview		Total	
	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N
Good for Future	33	19	30	5	55	16	14	3	23	5	41	18	35	14	20	3	33	83
Interest in Course	26	15	35	6	15	4	37	8	42	9	32	14	35	14	34	5	30	75
Prev. Experience	15	9	12	2	14	4	18	4	4	1	12	5	0	0	40	6	13	31
Required for H.S. Graduation	10	6	17	3	10	3	23	5	4	1	5	2	20	8	0	0	12	28
Recommended by Institution	6	5	0	0	0	0	0	0	23	5	0	0	0	0	6	1	4	10
Something to Do	3	2	0	0	3	1	4	1	4	1	7	3	5	2	0	0	4	10
Required for College	3	2	6	1	3	1	0	0	0	0	0	0	5	2	0	0	2	6
Other	2	1	0	0	0	0	0	0	0	0	3	1	0	0	0	0	1	2
Only One Available	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	1	1
Total	100	58	100	17	100	29	100	22	100	22	100	43	100	40	100	15	100	256

Table 12

Composite of Offenders' Perceptions of Instruction

Item	Camp Hill N	Camp Hill %	Dallas N	Dallas %	Graterford N	Graterford %	Greensburg N	Greensburg %	Huntingdon N	Huntingdon %	Muncy N	Muncy %	Pittsburgh N	Pittsburgh %	Rockview N	Rockview %	Total N	Total %
General Rating																		
4	11	18	13	30	25	45	7	44	26	58	14	61	18	32	14	41	128	38
3	39	66	24	56	27	49	8	50	18	40	7	30	30	54	19	56	172	52
2	6	10	0	0	2	4	1	6	1	2	1	5	8	14	0	0	19	6
1	4	6	6	14	1	2	0	0	0	0	1	5	0	0	1	3	13	4
Total	60	100	43	100	55	100	16	100	45	100	23	100	56	100	34	100	332	100
Training of Instructor																		
4	40	67	33	81	40	72	12	67	40	89	21	91	42	82	31	94	259	79
3	11	18	6	15	10	18	6	33	4	9	2	9	9	18	1	3	49	15
2	3	5	1	2	3	5	0	0	0	0	0	0	0	0	1	3	8	3
1	6	10	1	2	3	5	0	0	1	2	0	0	0	0	0	0	11	3
Total	60	100	41	100	56	100	18	100	45	100	23	100	51	100	33	100	327	100
Personality of Instructor																		
4	42	70	34	80	49	89	17	94	44	98	22	96	46	85	29	88	283	85
3	8	13	5	13	2	4	0	0	1	2	1	4	4	7	3	9	24	7
2	7	12	2	5	1	2	0	0	0	0	0	0	2	4	0	0	12	4
1	3	5	1	2	3	5	1	6	0	0	0	0	2	4	1	3	11	4
Total	60	100	42	100	55	100	18	100	45	100	23	100	54	100	33	100	330	100
Style of Instructor																		
4	29	48	24	56	31	57	11	60	28	62	14	61	33	63	18	55	188	57
3	16	27	13	30	15	29	4	22	14	31	7	30	17	33	13	39	99	31
2	10	17	2	5	3	5	1	6	3	7	2	9	1	2	2	6	24	7
1	5	8	4	9	5	9	2	12	0	0	0	0	1	2	0	0	17	5
Total	60	100	43	100	54	100	18	100	45	100	23	100	52	100	33	100	328	100
Course Organization																		
4	18	31	14	33	33	61	4	22	32	71	11	48	23	41	24	73	159	48
3	35	59	25	58	19	35	12	66	13	29	12	52	31	55	9	27	156	47
2	3	5	3	7	1	2	0	0	0	0	0	0	0	0	0	0	7	2
1	3	5	1	2	1	2	2	12	0	0	0	0	2	4	0	0	9	3
Total	59	100	43	100	54	100	18	100	45	100	23	100	56	100	33	100	331	100
Attitude of Instructor																		
4	37	62	33	76	45	85	14	78	37	82	19	83	44	80	28	85	257	78
3	12	20	5	12	6	11	2	11	7	16	4	17	9	16	5	15	50	15
2	8	13	5	12	2	4	2	11	1	2	0	0	1	2	0	0	19	6
1	3	5	0	0	0	0	0	0	0	0	0	0	1	2	0	0	4	1
Total	60	100	43	100	53	100	18	100	45	100	23	100	55	100	33	100	330	100
Helpfulness of Instructor																		
4	38	63	25	58	37	64	15	83	35	78	14	61	39	71	29	85	232	69
3	7	12	11	26	14	25	2	11	9	20	7	30	7	13	4	12	61	19
2	10	17	7	16	4	7	1	6	1	2	2	9	8	14	1	3	34	10
1	5	8	0	0	2	4	0	0	0	0	0	0	1	2	0	0	8	2
Total	60	100	43	100	57	100	18	100	45	100	23	100	55	100	34	100	335	100
Clarity of Course Goals																		
4	36	62	34	83	46	84	14	78	35	79	16	70	38	70	27	82	246	74
3	13	22	2	5	6	10	4	22	6	13	5	22	8	14	4	12	48	15
2	8	14	5	12	1	2	0	0	2	4	2	8	5	9	2	6	25	8
1	1	2	0	0	2	4	0	0	2	4	0	0	4	7	0	0	9	3
Total	58	100	41	100	55	100	18	100	45	100	23	100	55	100	33	100	328	100

per cent said the instructors were unconcerned and gave them little or no help. To most of the offenders 74 per cent of the instructor's goals (Item 11) were clear and meaningful.

Perceptions of Services

The educational programs in the correctional institutions have instructional materials and library and counseling services. Subscale II measures the offenders' perceptions of these services.

Table 13 on page 21 summarizes responses for each item on Subscale II. The following description indicates the major perceptions that the offenders have towards the educational services provided by the correctional institution:

On Items 6 and 9 (perceptions of the quality and availability of instructional materials) 51 per cent said the quality of materials was satisfactory; 48 per cent said the materials were available; and 20 per cent said there were not enough materials. Training facilities (Item 8) were judged to be satisfactory but needed some improvement, said 52 per cent of the offenders; 23 per cent said the same facilities were excellent. On Item 12, 68 per cent said that their class schedules worked out all right; and eight per cent said the time allotments were inadequate for both class and study labs. Offenders' perceptions of the library materials (Item 13) were mixed. Twenty-seven per cent said the libraries had all the materials needed for the programs; 25 per cent said some of the materials were available; 23 per cent indicated materals were available but hard to find; and 25 per cent said the libraries had little or no materials.

Counseling seems to be the weakest service in the correctional institutions. In response to Item 14 (information on job opportunity) 48 per cent said no job information was given, and 11 per cent said an employment counselor was available for personal discussions. In response to Item 15 (educational guidance) 37 per cent said that regular guidance and rehabilitation services were offered by a guidance counselor; and 37 per cent said the only guidance they received was through bulletins and other printed materials. Responses to Item 16 (personal and social guidance) show that 44 per cent said that counseling was good and that it reshaped their attitudes towards future work; 22 per cent said counselors could not understand personal or educational problems.

Perceptions of Values and Attitudes

One of the more important aspects of prison rehabilitation deals with developing positive changes in the values and attitudes of the offender. Subscale III measures changes in values and attitudes, as experienced and perceived by offenders in educational programs.

Table 14 on page 22 summarizes the responses for each item on Subscale III. The following explains the major perceptions that the offenders have towards the educational programs in the correctional institution:

Responses to Item 17 (the offenders' attitudes' upon entry into the program) reveals that the large majority (85 per cent) felt that participating in the educational program was a privilege and that it provides them a good opportunity to

Table 13

Composite of Offenders' Perceptions Toward Administration, Facilities and Counseling

Item	Camp Hill N	Camp Hill %	Dallas N	Dallas %	Graterford N	Graterford %	Greensburg N	Greensburg %	Huntingdon N	Huntingdon %	Muncy N	Muncy %	Pittsburgh N	Pittsburgh %	Rockview N	Rockview %	Total N	Total %
Quality of Classroom Materials																		
4	14	24	13	30	16	29	2	11	20	45	6	26	12	22	9	26	92	28
3	30	52	22	51	28	50	11	62	21	48	13	57	24	44	20	59	169	51
2	8	14	5	12	7	12	5	27	3	7	2	9	10	18	3	9	43	13
1	6	10	3	7	5	9	0	0	0	0	2	9	9	16	2	6	27	8
Total	58	100	43	100	56	100	18	100	44	100	23	100	55	100	34	100	331	100
Quality of Training Facilities																		
4	9	15	15	35	13	24	5	28	10	22	6	32	11	20	6	18	75	23
3	34	58	21	50	30	56	9	50	16	36	13	68	28	49	18	53	169	52
2	7	12	2	5	4	7	3	17	15	33	0	0	7	13	9	26	47	14
1	9	15	4	10	7	13	1	5	4	9	0	0	10	18	1	3	36	11
Total	59	100	42	100	54	100	18	100	45	100	19	100	56	100	34	100	327	100
Availability of Materials																		
4	25	46	15	37	21	39	7	39	31	70	10	43	26	48	21	61	156	48
3	13	24	3	7	20	37	4	22	8	18	2	9	8	14	8	24	66	20
2	8	14	8	20	4	7	3	17	2	5	3	13	4	7	4	12	36	11
1	9	16	14	36	9	17	4	22	3	7	8	35	17	31	1	3	65	20
Total	55	100	40	100	54	100	18	100	44	100	23	100	55	100	34	100	323	100
Class Scheduling																		
4	30	51	30	72	40	74	11	64	39	89	21	91	32	61	20	58	223	68
3	16	27	6	14	11	20	3	18	1	2	2	9	6	11	3	9	48	15
2	7	12	3	7	1	2	1	6	3	7	0	0	8	15	4	13	27	9
1	6	10	3	7	2	4	2	12	2	2	0	0	7	13	7	20	29	8
Total	59	100	42	100	54	100	17	100	45	100	23	100	53	100	34	100	327	100
Adequacy of Library Materials																		
4	12	21	11	31	12	23	8	45	12	27	8	36	10	20	10	32	83	27
3	17	30	11	31	10	19	6	33	21	49	2	9	4	8	8	26	79	25
2	20	37	7	19	14	26	3	17	9	20	7	32	6	11	7	23	73	23
1	7	12	7	19	17	32	1	5	2	4	5	23	32	61	6	19	77	25
Total	56	100	36	100	53	100	18	100	44	100	22	100	52	100	31	100	312	100
Job Opportunity Information																		
4	8	14	5	12	6	11	1	6	2	4	7	30	4	7	2	6	35	11
3	7	12	3	8	5	9	1	6	3	7	4	17	5	9	2	6	30	9
2	16	28	10	25	17	31	1	6	18	41	5	23	15	29	20	58	103	32
1	27	46	22	55	27	49	15	82	21	48	7	30	29	55	10	30	158	48
Total	58	100	40	100	55	100	18	100	44	100	23	100	53	100	34	100	326	100
Educational Guidance																		
4	26	54	11	32	8	18	8	45	17	43	15	70	13	26	8	25	106	37
3	7	14	5	15	12	27	1	5	3	7	2	10	11	22	6	19	47	16
2	7	14	2	6	2	4	3	17	4	10	2	10	6	12	2	6	28	10
1	9	18	16	47	23	51	6	33	16	40	2	10	20	40	16	50	108	37
Total	49	100	34	100	45	100	18	100	40	100	21	100	50	100	32	100	289	100
Social Guidance																		
4	23	49	14	39	18	43	11	65	16	39	14	67	18	38	11	36	125	44
3	6	13	6	17	3	7	1	6	8	20	0	0	4	8	4	12	32	11
2	12	25	7	19	11	26	2	12	7	17	4	19	15	31	5	16	63	22
1	6	13	9	25	10	24	3	17	10	24	3	14	11	23	11	36	63	22
Total	47	100	36	100	42	100	17	100	41	100	21	100	48	100	30	100	282	100

Table 14

Composite of Offenders' Perceptions and Attitudes

Item	Camp Hill N	Camp Hill %	Dallas N	Dallas %	Graterford N	Graterford %	Greensburg N	Greensburg %	Huntingdon N	Huntingdon %	Muncy N	Muncy %	Pittsburgh N	Pittsburgh %	Rockview N	Rockview %	Total N	Total %
Attitude Towards Program																		
4	48	80	36	86	51	95	14	76	39	89	21	92	44	81	25	76	278	85
3	5	8	3	7	1	2	1	6	2	4	1	4	8	14	7	31	28	9
2	5	8	3	7	0	0	1	6	1	2	1	4	2	3	1	3	14	4
1	2	3	0	0	2	3	2	12	2	4	0	0	1	2	0	0	9	2
Total	60	100	42	100	54	100	18	100	44	100	23	100	55	100	33	100	329	100
Opportunity For Better Life																		
4	20	37	13	32	25	46	11	61	9	20	8	36	29	55	10	34	125	40
3	10	19	7	18	4	7	3	17	10	23	2	10	12	23	6	21	54	17
2	13	24	9	23	9	17	0	0	14	32	8	36	7	13	2	7	62	20
1	11	20	11	27	16	30	4	22	11	25	4	18	5	9	11	38	73	23
Total	54	100	40	100	54	100	18	100	44	100	22	100	53	100	29	100	314	100
Personal Benefits Received																		
4	17	30	12	28	12	21	3	17	13	31	10	43	18	33	13	39	98	30
3	10	18	7	16	7	12	6	33	10	24	5	22	10	18	10	31	65	20
2	23	41	18	42	37	67	8	44	18	43	8	35	20	37	7	21	139	43
1	6	11	6	14	0	0	1	6	1	2	0	0	7	12	3	9	24	7
Total	56	100	43	100	56	100	18	100	42	100	23	100	55	100	33	100	326	100
Opportunity for Independence																		
4	27	47	21	56	32	58	6	33	23	52	13	62	23	43	11	38	156	50
3	20	37	7	18	10	18	6	33	17	39	5	24	18	34	11	38	94	30
2	8	14	8	21	13	24	5	28	4	9	3	14	11	21	7	24	59	19
1	1	2	2	5	0	0	1	6	0	0	0	0	1	2	0	0	5	1
Total	56	100	38	100	55	100	18	100	44	100	21	100	53	100	29	100	314	100

learn. Apparently most of the offenders felt that the program was worthwhile (Item 18), since 40 per cent reported that they never had a good job and the program will help in this regard. In regard to personal benefits, 20 per cent said they were able to tailor their program to fit their special needs; and 43 per cent said enrolling in the program has given them time to study and think. Responses to Item 20 reveal that half (50 per cent) felt they developed enough motivation and independence to make it in society.

DISCUSSION

The first evaluation objective dealing with a determination of the relationship among offenders, their career goals and their present educational program produced interesting results. Fifty per cent of the offenders held jobs in the institution that were highly related to their career plans, and 71 per cent were in educational programs that were also highly related to their career plans. These findings indicate that the correctional institutions have an effective internal job and educational placement system. However, the results on the educational evaluation form indicate weaknesses in information on job opportunities and a lack of employment counseling for offenders with six months or less to serve. The offenders also recommended the need for more career counseling and job placement services (see Table 15).

Table 15

Rank Order of the Most Frequent Recommendations by Offenders for Improving the Educational Program

Rank Order	Description of Recommendation
1	More Career Counseling
2	More In-Class Time
3	More Job Placement Services
4	Better Shop Conditions
5	More Equipment, Supplies & Tools
6	More Day Courses
7	More Vocational Courses

A simple solution would be to intensify career counseling, especially for offenders with less than six months to serve, and to develop external job placement systems.

The second evaluation objective, determining offenders' assessment of the value of their educational course in obtaining employment, produced some inconsistent results. On the negative side, 18 per cent of the offenders do not have a realistic view of why their incarceration affects their achieving a successful role in society, and only 24 per cent reported that a state or federal agency was advising them about securing employment. On the other hand, 56 per cent stated that they were told how their educational programs could help them get jobs, and 85 per cent realize the importance of educational programs to future employment.

It seems that the correctional institutions provide good internal education and job placement for offenders but somehow fail to provide services or information that will help them with external job placement.

The results of the third evaluation objective, determining how offenders are selected for various educational courses, show that most offenders have legitimate reasons for being in the educational program and that, in most cases, they are

told about all available course offerings. It seems that the correctional institutions are providing a good orientation program in many areas.

The fourth evaluation objective dealt with determining the quality of the vocational and basic education programs in terms of the offenders' attitudes toward the instructor, services and their own values and attitudes toward training. Again, there were some interesting results. In general, the offenders have a high regard for the instructor in terms of qualifications, personality, style, organization, attitude, helpfulness and clarity of goals. Since instructors are held in high esteem by the offenders, it would be useful for the instructor to act as an adviser in terms of education and job placement services. Their activities with the offenders could be coordinated with a job placement center located within the institution for external placement.

The lack of some supportive services is a problem. The evaluation indicates that there are limited library materials and counseling services. These weaknesses are due in part to the lack of funds. However, some services can be implemented with the use of minimal funds and existing staff.

APPENDIX A

TRAINING SURVEY

1. What is your present job in the institution? _____

2. How long were you working on this job? ____under 6 months, ____6 months to 1 year, ____over 1 year

3. How do you plan to earn a living when you are released? _____
_____
_____

4. What do you think will be your biggest problem in getting a job? _____
_____
_____

5. Who is helping you to find a job after you are released?

a. No one
b. Family
c. Instructor
d. Sponsor
e. Counselor
f. Past Employer
g. Bureau of Vocational Rehabilitation
h. Friend
i. Parole Officer
j. Bureau of Employment Secruity
k. Other (Explain)
_____
_____
_____

6. Why are you in this course? Name of Course_____

a. Only one available
b. Have interests in the course
c. Had previous experience
d. Good course for future plans
e. Something to do
f. Recommended by prison officials
g. Required for high school grad.
h. Required for college degree
i. Other (Explain)
_____
_____
_____

7. Were you told how your present course may help you get a job? ___ Yes ___No
Explain_____
_____

8. Do you feel the course is improving your ability to earn a living? ___Yes
___ No Explain_____
_____

RECOMMENDATIONS FOR IMPROVING THE PROGRAM

EDUCATIONAL EVALUATION FORM

Name of Course_____

Instructor_____ Your Age_____

Length of Sentence - under 5____ over 5____ 1st Offense - yes_____ no_____

Marital Status: Married__Single__Divorced__Separated__No. of Children_____

Circle the highest grade completed GED Certification - yes_____ no_____

6 7 8 9 10 11 12

DIRECTIONS: Please select one answer for each question.

---

1. How do you rate this educational program?
   ( ) Excellent
   ( ) Satisfactory
   ( ) Poor
   ( ) Inadequate

2. Was the instructor in your class adequately trained?
   ( ) Insufficient training and little experience
   ( ) Well trained but no experience
   ( ) Well trained and some experience in the field
   ( ) Well trained and adequate experience in the field

3. How would you rate your instructor as a person?
   ( ) Dull as a person and instructor
   ( ) Good personality but poor instructor
   ( ) Too serious but a good instructor
   ( ) Interesting, serious and a good instructor

4. How would you rate the instructor's style?
   ( ) Creative, innovative and interesting
   ( ) Conservative and thorough
   ( ) Has a sense of humor but not thorough
   ( ) Boring

5. How did the instructor plan and organize the class?
   ( ) Planning and organizing was weak and inadequate
   ( ) Planning and organizing was poor
   ( ) Planning and organizing was satisfactory
   ( ) Planning and organizing was excellent

6. What was the quality of classroom materials?
   ( ) Classroom materials were inadequate
   ( ) Classroom materials were poor
   ( ) Classroom materials were satisfactory
   ( ) Classroom materials were excellent

7. How did the instructor feel toward the class?
   ( ) Cooperative and supportive
   ( ) Business-like but interested
   ( ) Suspicious
   ( ) Resentful and uncooperative

8. How were the classrooms?
   ( ) Classrooms were excellent
   ( ) Satisfactory (but some improvement needed)
   ( ) Plenty of equipment but not enough space
   ( ) Plenty of space but poorly equipped

9. How available were the instructional materials?
   ( ) There were not enough materials
   ( ) Materials available but not for my use
   ( ) Occassionally materials were not available
   ( ) All materials were available

10. Was the instructor helpful and supportive in solving my learning problems?
   ( ) The instructor did not explain well and did not offer to help me
   ( ) The instructor tried a lot but circumstances prevented much help
   ( ) The instructor showed an interest in problems and occassionally helped
   ( ) The instructor was alert to my problems and managed to help me

11. Were the instructor's goals for the class clear?
   ( ) The goals for the class were not clear
   ( ) The goals were clear but the class could not relate to them
   ( ) I think I know what the goals and intents of the instructor were
   ( ) The goals of the instructor were clear and meaningful

12. Could the class have been better scheduled?
   ( ) Instructional time and study hours were insufficient and impossible
   ( ) Plenty of study time but instructional time was poorly structured
   ( ) Instructional time was fine but not enough study time
   ( ) My schedule of class and study periods worked out fine

13. Are the library and library materials adequate for the class?
   ( ) The library has most of the books and materials for classes
   ( ) The library has some materials
   ( ) Some books and materials are available but are hard to find
   ( ) The library has no materials

14. At some point in the training program were you given information on job opportunity?
   ( ) An employment counselor was available for personal discussions
   ( ) Some classes were devoted to discussion of job opportunity
   ( ) The instructor talked informally about jobs
   ( ) No job information given

15. How did you receive educational guidance?
   ( ) Through bulletins and other printed materials
   ( ) Group counseling sessions were held on diploma requirements
   ( ) The instructor assisted us at registration periods
   ( ) Regular guidance and rehabilitation services were offered by a guidance counselor

16. Was your program hurt by a lack of personal or social guidance?
   ( ) Counselor could not understand either my personal or educational problems
   ( ) Counselor was available but not enough time to make it effective
   ( ) Counselor only dealt with my educational problems
   ( ) Counselor was good and reshaped my attitudes toward future work

17. What were your attitudes on entering the program?
    ( ) I felt it was a privilege and a good opportunity to learn
    ( ) I felt it would look good on my record
    ( ) I thought it would help pass the time
    ( ) I did not think it would do me any good

18. Do you feel that the program has or will give you an opportunity for a better life?
    ( ) Achieving in my classes has given me new confidence
    ( ) My attitudes now are such that I believe I can succeed for the first time
    ( ) Getting and keeping a job will not be so difficult
    ( ) I have never had a good job; this will help me

19. What have been the personal benefits you have received from participating in the classes?
    ( ) The program is regarded as a special privilege and has given me no personal benefits
    ( ) Enrolling in the program has given me time to study and think
    ( ) I was able to tailor my program to fit my special needs
    ( ) I have been able to make choices and follow through on them

20. Has the curriculum provided you with a balance of opportunity for independence?
    ( ) Challenges and new experiences have come too fast
    ( ) I am improving my self-image slowly as I achieve
    ( ) I believe I can compete better in society
    ( ) I have developed enough motivation and independence to make it in society

1. What would you recommend as improvements for the program?

   For example:

   Instructors_____

   _____

   Instructional Classrooms and Shops_____

   _____

   Counseling Services_____

   _____

   and/or Others

2. Briefly explain your best experiences while enrolled in this educational program.

3. Briefly explain your worst experiences in this educational program.

APPENDIX B

Table 16

Offender Enrollments in ABE, GED and Vocational Programs

Course	Correctional Institution								Total
	Camp Hill	Dallas	Graterford	Greenaburg	Huntingdon	Muncy	Pittsburgh	Rockview	
GED and ABE	350	75	140	73	76	15	200	105	1,034
Agriculture	--	--	--	--	12	--	--	--	12
Air Conditioning	--	21	--	--	--	--	--	10	31
Auto Body	--	18	--	--	--	--	--	--	18
Auto Mechanics	11	--	15	12	--	8	10	10	66
Barber	14	4	--	--	--	--	--	--	18
Blueprint Reading	--	--	--	3	--	--	--	--	3
Bricklaying	--	--	--	--	20	--	10	--	30
Carpentry	--	--	18	11	--	--	--	--	29
Carpetry	20	24	17	--	--	--	--	--	61
Construction Cluster	10	--	--	--	--	--	--	--	10
Cosmetology	--	--	--	--	--	8	--	--	8
Data Processing	--	--	--	1	--	--	--	10	11
Dental Lab	--	--	10	--	--	--	--	--	10
Drafting	9	17	4	--	7	--	--	10	47
Driver Education	--	--	--	--	--	33	--	--	33
Electricity	--	21	--	--	15	--	10	--	46
Electronics	16	22	20	--	9	--	--	--	67
Forestry	--	--	--	--	--	--	--	12	12
Framing Construction	--	--	--	--	--	--	--	10	10
Homemaker Services	--	--	--	--	--	20	--	--	20
Horticulture	6	--	--	--	--	10	--	--	16
Housewiring	--	--	20	1	--	--	--	--	21
Human Services	--	--	--	--	--	19	--	--	19
Industrial Wiring	--	--	--	1	--	--	--	--	1
Keypunch	--	--	--	--	--	7	--	--	7
Learning Center	--	--	40	15	--	--	--	--	55
Machine Shop	10	--	--	--	--	--	--	--	10
Masonry	--	--	17	3	--	--	--	10	30
Office Practice	--	50	--	--	--	--	--	--	50
Painting and Decorating	10	--	--	--	11	--	--	--	21
Photography	--	--	--	4	--	--	--	--	4
Piano Tuning	--	--	10	--	--	--	--	--	10
Plumbing	--	--	--	6	10	--	10	--	26
Plumbing and Heating	--	22	--	--	--	--	--	--	22
Printing	18	25	--	--	--	--	--	9	52
Radio and TV Repair	7	--	--	--	--	--	10	--	17
Residential Wiring	--	--	--	2	--	--	--	10	12
Sheet Metal	--	16	--	--	--	--	--	--	16
Shorthand	--	--	--	--	--	9	--	--	9
Small Engine Repair	--	--	--	--	--	--	--	8	8
Small Gas Engine Repair	6	--	--	--	--	--	--	--	6
Speed Writing	--	--	--	--	--	5	--	--	5
Surveying	--	12	--	--	--	--	--	8	20
Tree Surgery	--	--	--	--	--	--	--	10	10
Trowel Trades	20	--	--	--	--	--	--	--	20
Truck Driving	15	--	--	--	--	--	--	16	31
Typing	--	--	40	--	11	29	--	--	80
Typing and Office Practice	20	--	--	--	--	1	--	--	21
Upholstery	7	--	--	--	--	--	--	--	7
Upholstery and Leather	--	--	--	--	13	--	--	--	13
Welding	12	18	--	5	12	--	10	24	81
Woodworking	--	--	--	--	8	--	--	--	8
TOTAL	561	345	351	137	204	164	260	262	2,284

APPENDIX C

Table 17

Ages of Offenders Attending School

Age	Camp Hill %	N	Dallas %	N	Graterford %	N	Greensburg %	N	Huntingdon %	N	Muncy %	N	Pittsburgh %	N	Rockview %	N	Total %	N
16-24	86	48	29	10	36	15	66	10	36	15	24	5	40	18	42	14	47	136
25-30	10	6	53	18	46	19	27	4	40	16	38	8	35	16	33	11	34	98
31-36	2	1	12	4	17	7	6	1	17	7	19	4	17	8	18	6	13	38
37-42	2	1	6	2	0	0	0	0	0	0	14	3	4	2	3	1	3	9
43-48	0	0	0	0	0	0	0	0	7	3	5	1	4	2	3	1	2	7
TOTAL	100	56	100	34	100	41	100	15	100	41	100	21	100	46	100	33	100	288

Table 18

Educational Levels of Offenders Attending School

Educational Level	Camp Hill %	N	Dallas %	N	Graterford %	N	Greensburg %	N	Huntingdon %	N	Muncy %	N	Pittsburgh %	N	Rockview %	N	Total %	N
6	0	0	3	1	11	5	0	0	4	2	5	1	0	0	0	0	3	9
7	0	0	3	1	4	2	0	0	4	2	0	0	3	2	9	3	3	10
8	5	3	18	6	18	8	21	4	11	5	11	2	3	2	6	2	11	32
9	17	9	9	3	9	4	27	5	11	5	11	3	13	7	12	4	13	40
10	41	22	27	9	9	4	29	5	27	12	27	2	28	15	26	9	29	78
11	28	15	27	9	25	11	17	3	24	11	24	4	24	13	12	4	22	70
12	6	3	12	4	20	9	5	1	18	8	18	6	28	15	29	10	19	57
College	2	1	0	0	2	1	0	0	0	0	0	0	0	0	6	2	1	4
TOTAL	100	53	100	33	100	44	100	18	100	45	100	18	100	54	100	34	100	300

APPENDIX C

Table 19

Marital Status of Offenders Attending School

Status	Camp Hill %	Camp Hill N	Dallas %	Dallas N	Graterford %	Graterford N	Greensburg %	Greensburg N	Huntingdon %	Huntingdon N	Muncy %	Muncy N	Pittsburgh %	Pittsburgh N	Rockview %	Rockview N	Total %	Total N
Married	17	9	20	8	37	19	31	5	39	16	29	6	36	16	30	10	30	89
Single	76	42	56	22	52	26	56	9	41	17	37	8	53	23	48	16	54	163
Divorced	2	1	12	5	8	4	13	2	15	6	0	0	9	4	12	4	9	26
Separated	4	2	12	5	2	1	0	0	5	2	33	7	2	1	9	3	7	21
TOTAL	100	54	100	40	100	50	100	16	100	41	100	21	100	44	100	33	100	299

Table 20

Number of Children Offenders Have That Attend School

Children	Camp Hill %	Camp Hill N	Dallas %	Dallas N	Graterford %	Graterford N	Greensburg %	Greensburg N	Huntingdon %	Huntingdon N	Muncy %	Muncy N	Pittsburgh %	Pittsburgh N	Rockview %	Rockview N	Total %	Total N
1	58	15	47	6	35	8	33	1	39	9	25	3	24	5	51	7	40	53
2	27	7	23	3	15	3	33	1	9	2	33	4	33	7	14	2	22	29
3	11	3	7	1	20	4	0	0	39	9	0	0	24	5	14	2	18	24
4+	4	1	23	3	30	6	33	1	13	3	42	5	19	4	21	3	20	6
TOTAL	100	26	100	13	100	20	100	3	100	23	100	12	100	21	100	14	100	132

APPENDIX C

Table 21

Length of Sentence of Offenders Attending School

Correctional Institution	Under 5 Years		Over 5 Years		Total	
	%	N	%	N	%	N
Camp Hill	72	41	28	16	100	57
Dallas	60	23	40	15	100	38
Graterford	73	36	27	13	100	49
Greensburg	76	10	24	3	100	13
Huntingdon	45	20	55	24	100	44
Muncy	87	20	13	3	100	23
Pittsburgh	78	37	22	10	100	47
Rockview	70	24	30	10	100	34
TOTAL	69	212	31	94	100	306

Table 22

Number of First Offense Offenders Attending School

Correctional Institution	Yes		No		Total	
	%	N	%	N	%	N
Camp Hill	52	25	48	23	100	48
Dallas	46	19	54	22	100	41
Graterford	53	25	47	22	100	47
Greensburg	61	8	39	5	100	13
Huntingdon	63	27	37	16	100	43
Muncy	72	13	28	5	100	18
Pittsburgh	49	18	51	19	100	37
Rockview	55	17	45	14	100	31
TOTAL	55	153	45	126	1 100	280

APPENDIX D

Table 23
Career Choices Indicated by Offenders

Career Field	Correctional Institution								Total
	Camp Hill	Dallas	Graterford	Greensburg	Huntingdon	Muncy	Pittsburgh	Rockview	
Miscellaneous	2	4	3	2	4	2	3	2	22
Bricklayer	6	--	--	1	3	--	3	1	14
School	3	--	4	--	--	1	2	--	10
Auto Mechanic	3	--	1	1	1	--	3	1	10
Electrician	1	--	2	--	1	1	3	--	8
Carpenter	--	--	3	1	1	--	2	--	7
Paracounselor	--	--	--	--	--	6	--	--	6
Construction	1	--	--	1	1	--	2	--	5
Plumbing	--	--	--	--	--	--	4	1	5
Painter	--	--	--	--	--	--	4	--	4
Steel Worker	--	--	--	--	2	--	2	--	4
Secretary	--	--	--	--	--	3	--	--	3
Janitor	2	--	--	--	--	--	--	--	2
Farmer	--	--	--	--	--	2	--	--	2
Preacher	--	--	2	--	--	--	--	--	2
Garment Cutter	--	2	--	--	--	--	--	--	2
Restaurant	1	--	--	--	1	--	--	--	2
Care Taker	--	--	1	--	--	--	--	1	2
Social Worker	--	1	--	--	--	1	--	--	2
Power Station	--	--	2	--	--	--	--	--	2
Coal Miner	--	--	--	--	2	--	--	--	2
Bookkeeper	1	--	--	--	--	--	--	--	1
Demolition	--	--	--	--	--	--	1	--	1
Nurse	--	--	2	--	--	3	--	--	1
Artist	1	--	--	--	--	--	--	--	1
Service Station Attendant	--	--	--	--	--	1	--	--	1
Clerk	1	--	--	--	--	--	--	--	1
Heavy Equipment Operator	1	--	--	--	--	--	--	--	1
Labor	1	--	--	--	--	--	--	--	1
Lawyer	1	--	--	--	--	--	--	--	1
Junk Yard	--	--	--	--	--	--	--	1	1
Lawyer	1	--	--	--	--	--	--	--	1
Office Machine Repair	--	1	--	--	--	--	--	--	1
Truck Driver	1	--	--	--	--	--	--	--	1
Forge Shop	--	--	--	--	--	--	--	1	1
Extermination	1	--	--	--	--	--	--	--	1
Foreman Gas Company	--	--	--	--	--	--	--	1	1
Tailor	--	--	1	--	--	--	--	--	1
Welder	--	--	--	--	--	--	--	1	1
Baker	--	1	--	--	--	--	--	--	1

APPENDIX D

Table 24
Jobs Held by Offenders in the Correctional Institutions

Job	Correctional Institution								Total
	Camp Hill	Dallas	Graterford	Greensburg	Huntingdon	Muncy	Pittsburgh	Rockview	
Kitchen	7	--	1	4	4	7	5	--	28
Janitorial	5	1	1	5	1	3	7	--	23
School Fulltime	--	--	3	--	--	1	8	--	12
Garment Cutter	--	2	6	--	--	--	--	--	8
Clothing Plant	--	--	3	--	4	--	--	--	7
Clerk	--	--	2	--	--	4	--	--	6
Laundry	1	--	1	1	--	--	--	2	5
Correctional Industries	--	--	--	--	--	--	4	--	4
Hospital Aide	1	--	1	--	--	2	--	--	4
Butcher	4	--	--	--	--	--	--	--	4
Furniture Factory	4	--	--	--	--	--	--	--	4
Lawn Detail	--	1	2	--	--	--	--	1	4
Upholstry	--	2	--	--	--	--	--	--	2
Therapeutic Community	3	--	--	--	--	--	--	--	3
Farm	1	--	--	--	1	1	--	--	3
Bricklayer	--	--	--	--	3	--	--	--	3
Baker Shop	--	1	1	--	1	--	--	--	3
Tractor Detail	--	1	--	--	--	--	--	2	3
Greenhouse	--	1	1	--	--	--	--	--	2
Saw Mill	--	--	--	--	--	--	--	2	2
Matress Plant	--	2	--	--	--	--	--	--	2
Law Clinic	--	--	--	--	--	--	2	--	2
Electrical Shop	1	--	1	--	--	--	--	--	2
Plumber	1	--	--	--	--	--	--	1	2
Ranger	--	--	--	2	--	--	--	--	2
Shoe Shop	--	--	2	--	--	--	--	--	2
Dining Room	2	--	--	--	--	--	--	--	2
Print Shop	--	2	--	--	--	--	--	--	2
TOTAL	31	13	26	13	14	20	24	8	151

Appendix E

Resource People For Job Placement Services

Joseph J. Grande
Reading-Muhlenberg AVTS
Box 3068
Reading, PA 19604
Phone 215-921-0236

Fred M. Geringer
Columbia-Montour AVTS
R.D. #5
Bloomsburg, PA 17815
Phone 717-784-8040

Karen Cava
Job Placement Center
Two Allegheny Center
Pittsburgh, PA 15212
Phone 412-321-5700

Barbara W. Domingos
State Building
Sixth & Olive Streets
Media, PA 19063
Phone 215-565-4880

Jon Wm. Gardner
Harrisburg Area Community College
3300 Cameron Street
Harrisburg, PA 17110
Phone 717-236-9533

Don Thomas
Greater Johnstown AVTS
445 Schoolhouse Road
Johnstown, PA 15904
Phone 814-266-6073

Elmer Hensler
Pennsylvania Department of Education
Career Resource Center
5301 Jonestown Raod
Harrisburg, PA 17112
Phone 717-652-8200

CE 009 159

APPENDIX F JANUARY 7, 1976

SUBJECT: STUDENT ATTITUDES AND ATTENDANCE

TO: ALL STUDENTS

FROM: JOSEPH P. ANGERT
Educational Director

The establishment and maintenance of a viable educational program in this Institution devolves upon all individuals who either administratively, supervisorily, pedagogically, or as students interact for mutual benefit. It behooves us therefore in regard to the above named subject to re-establish certain basic standards of behavior that have been abused of late. The administration of this Institution has specific goals which to achieve require establishment of certain behavior objectives among which is the record of the individual's involvement in programs conducive to personal growth. One of the best detectors of sincerity in regard to such involvement is the observed attitude and the documented attendance of each individual. Therefore the following regulations are being explained for your edification:

1. Exact attendance will be kept on all school programs with appropriate action taken where necessary either to expel or laud as warrented by each man's record.

2. Three unexcused absences will result in your removal from class. An excused absense is defined as one over which you have no control, such as Court appearance, hospitalization, or an administrative pass. It does not mean visits, lock-ups, phone calls or conflicting programs for it is within your power to so order your schedule and behavior so as to eliminate these conflicts.

3. Tardiness and leaving class prior to its conclusion and without permission will also be documented. Such behavior will also be construed as lack of interest or sincerity and will be dealt with accordingly.

4. The School Office will no longer participate in the extension of each college semester for the select few procrastinators who cannot organize their work within the required time parameters. In other words, we will not accept late term papers or administer final examinations after the close of a given semester.

I cannot over-stress the importance of this subject for it reflects directly upon the genuineness of your claim of rehabilitation. For those who are about their self-improvement they will welcome documentation of it, while those who are insincere should be exposed for what they are.

Finally, college students should recognize that their consistent withdrawal from classes (dropping courses) indicates that they have a tendency to bite off more than they can chew. Therefore their registration the following semester will correspond to the credit load they can live by.